

**FACILITIES QUALITY AUDIT: A COMPARATIVE STUDY
BETWEEN UNIVERSITY OF NAIROBI AND UNITED
STATES INTERNATIONAL UNIVERSITY**

By

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**A Management Research Project Submitted In Partial Fulfillment Of The
Requirements For The Award Of The Degree Of Masters Of Business
Administration (MBA), School Of Business, University Of Nairobi**

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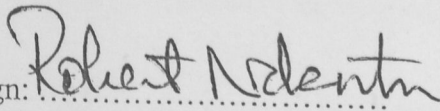
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DECLARATION

This Management research project is my original work and has not been presented for a degree in any other university.

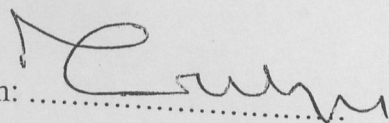
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DEDICATION

To My Parents, Mr & Mrs Joseph Nderitu. You will always be the pillars of my life.

My deepest gratitude to my loving parents, God bless you, for always being there in my studies.

I wish to thank my supervisor Mrs Zipporah Kinyua for her guidance and contribution that led to the completion of this management research paper.

To Penumbila at USIU; Odeke at UON, Simiyu, Rono, Nadek, Kibwa, Kariuki, Oluoch, Odhiambo and Ndegwa for all the technical support.

Last but not least to my workmates: Gladys and Wanjiku who have shared my aspiration for this management research paper.

Thank you all and may God reward you all.

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ABSTRACT

Adequate facilities in learning institutions are key drivers of better service delivery and meeting expectations of clients. It also ensures competitive position; the result of which is reduced cost and quality service delivery. This study compared learning facilities within the University of Nairobi (UON) and United States International University (USIU). The objectives of this study were to identify the factors determining quality service ratings and to physically audit facilities utilized by MBA students in Module II at the University of Nairobi and at the evening programme at USIU.

The study provides a framework for evaluating the quality of higher education offered by public as well as private universities. It is also important for the programme managers because it gives the customer feedback from stakeholders. Researchers will use this study as a reference. Aspects of total quality management and facilities audit have also been discussed.

A comparative study, consisting of all Module II MBA students at UON and all the evening students at USIU Business School, was carried out. Findings revealed that the two universities significantly differ, in terms of the quality of services they provide. The study found out that majority of USIU students perceive higher quality in their facilities compared to UON students since 37.5% at USIU perceive their services to be 'good' compared to 20% of the students at UON. In addition, 21.9% of the students at USIU reported 'extremely good' compared to 16.7% of the students at UON.

Physical facilities audit was conducted to investigate the actual situation in the Institutions. USIU had an average mean score of 4.22 while UON had an average mean score of 3.44. The audit results determined that the quality of services offered to the students in USIU is better than the quality of services offered in UON.

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background

1.1.1 Education for Sustainable Development

The Government of Kenya (GOK) Sessional Paper No 1 (2005) indicates that an economic growth rate of 6.6 percent is desirable in order to achieve the poverty reduction target of 50 percent by 2015. However, the economy is projected to grow at about 4 percent over the current development plan period of 2003-2008. Real Gross Domestic Product (GDP) is projected to grow from the current Kshs 108.7 billion to some Kshs 138.5 billion by 2008; and Per Capita GDP is expected to grow from the current level of Kshs 20,000 to some Kshs 23,000 by 2008. The education and training sector is expected to play a key role in enhancing labour productivity and improving the skills of those in production.

1.1.2 University Sub-Sector Performance

According to the Kenya National Development plan (2002-2008), the major challenge in higher education has been rapid enrolment, which has not been matched by expansion in facilities thereby compromising quality. There have been serious shortfalls and inadequacies in physical facilities, teaching and learning technologies and research amenities. Physical facilities are dilapidated and devoid of any maintenance. Equipment in critical areas has become unserviceable with great loss to the quality of learning. Due to this gap in the facility infrastructure, a need arises to investigate the quality of facilities currently available.

Over the last three decades, the social demands with respect to higher education in Kenya have intensified. From one University in 1970, the number has increased to six Public Universities, one University College and 17 private Universities by end of 2006. The total enrolment in both public and private universities has grown from 3,443 students in 1970, to 91,541 students in the 2004/2005 academic year. This is attributed to the introduction of flexible learning programmes at various public Universities which target both public and private sector employees and school leavers who qualify but could not be absorbed

through the Joint Admissions Board (JAB). It is estimated by the GOK Economic Survey (2006) that there are an additional 10,000 Kenyan students attending universities abroad. The key challenge to accessing tertiary education remains inadequate capacity to cater for the growing demand for more places. Rapid enrolment may not have been matched by expansion in facilities, teaching and learning technologies and research amenities.

1.2 Total Quality Management (TQM) in Education

One of the approaches that provide the solution to the above challenges is the management philosophy of Total Quality Management (TQM). TQM links policy and operational practices and it does this through detailed methodology and techniques. For purposes of this study, the following definition adapted from Sahney et al. (2002) defines TQM in education as follows: 'Total quality management in education is multifaceted. It includes within its ambit the quality of inputs in the form of students, faculty, support staff and infrastructure, the quality of processes in the form of the learning and teaching activity and the quality of outputs in the form of the enlightened students that move out of the system'. This definition presents a model and a framework for investigation on the quality of infrastructure available in higher education institutions.

1.2.1 Education Transformation Process

The education transformation process occurs in two ways; Firstly, with an input of the transformed resources such as the learning materials. Secondly, through the input of transforming resources for example institutional facilities. The end result of these inputs is that a student is transformed to a university graduate with higher knowledge. The transforming resources can be termed as the hardware component in the transformation process and form the core infrastructure of an institution. The key resources include appearance of building, landscaping, vehicle, interior furnishing, equipment, staff members, signs, printed material and other visible clues that provide tangible evidence of a facility quality service. Transforming resources are a key factor in the education transformation process of any student. It thus follows that the students, as customers have several expectations on the delivery of these services.

From a service management perspective, it is important to understand what the key influences on student customer expectations are. Equally, it is important to identify how the service might influence customer expectations of service through its formal and informal communications- for example, through brochures, leaflets, service charters, public performance reports. In order to deliver quality service, it is also clearly important to understand how such expectations might be formed. Some of the factors will include personal needs, previous experience, word of mouth communications, and explicit and implicit service communication as advocated by Hakserver, (2000).

1.2.2 Determinants of Quality in Education

Service providers have laid emphasis on the expectations and requirements of the customer and their fulfillment. Feigenbaum, (1991) states that, quality starts with the customers and is defined by the customer. This has led researchers and analysts to regard “quality” as the single most important factor for long- term success and survival. Education has become more of a “product” with students as consumers. Students demand “quality experience” and their resultant behavior is exhibited in terms of an attitude towards their consumption behavior. The result of this has been a focus on quality within the institutions. For example, at the University of Nairobi (UON), the administration has moved to ward off competition and make the institution attractive to students and other stakeholders by ensuring “high quality education, a clean environment and efficiency in service delivery in all spheres at the institution”. This was delivered in form of the UON Service Charter, (May 2006).

1.2.3 The Student Customer Expectations

The introduction of tuition fees has led to student customers demanding more value. The supplier driven model that most higher education institutions have followed in the past has been replaced by a focus on the student as a customer of a service (Tricker et al, 1999). As in corporations, the concept of service quality in the University is closely linked to the quality of the process.

Barret, (1996) Asserts that a great majority of students undertaking module II programs have a strong educational and professional background. Given the amount of tuition fees and their experience, they do expect certain minimum quality standards. Apart from being students, the consumers of these services have been noted to be key stakeholders in the job market Tengo, (2003).

1.3 Previous research

In her research on Total Quality Management (TQM) approach to examination performance in diploma courses in technical training institutes (TTI's), Odero Eucabeth A.A (2000) sought to establish existence of non-quality situations in the training process at Kabete Technical Training Institute. It was noted that there was acute shortage of facilities and most equipment were outdated. Over-admission of students constrained available facilities. In addition, the institute had no plans to replace old equipment due to financial constraints. She concludes inter- alia that management should take audit of available facilities before admitting students or introducing new courses in order to alleviate congestion and acute inadequacy of facilities. A plan for maintenance of facilities and a purchase schedule for modern equipment should be developed, and funding sought both internally and externally.

In another study, Kiogora Lawrence M (1989) investigated the factors influencing performance in KCSE performance in Harambee secondary schools from Gatundu division of Kiambu district. He identified lack of facilities, laboratory equipment and play fields as part of the major causes. The key recommendation was that schools, through their Parent Teachers association (PTA) should provide the necessary learning facilities. Finally, a study investigating applicability of TQM in the University of Nairobi, Ciarunji Chesaini (1999) revealed that work environment and human resources have a direct impact on performance.

A review of the literature reveals scant research in the area of facilities in higher education institutions. This research thus arose from a desire for a deeper examination on the subject of facilities in two prominent higher education institutions in Kenya

competing for enrollment of post-graduate students in MBA programme.. The selection criteria used in selection was the history, enrollment, research contributions, annual graduate output and remarkable achievements made since inauguration of these institutions. These institutions were University of Nairobi (UON) and United States International University (USIU).

1.4 Statement of Problem

The rapid expansion of University education was a spontaneous response to high demand that started in mid 1980. By abolishing the A-level segment of education system, a situation had been created where over 170,000 applicants for University entry were available as opposed to no more than 20,000 potential applicants in the A-level system.(MOE Report, 2004). This saw the emergence of some private institutions due to the public system's failure to meet the demand for higher education. The majority of these institutions were limited in capacity with total student enrolment ranging between 500 in the smallest institution to 2000 in the largest. The private sectors accelerated expansion and official recognition led to concern and reaction from the public sector and thus the introduction of module II programmes.

Through flexible learning programmes, public universities have successfully attained increased enrollment and growth in revenues. The flipside to the success is the need for increased capacity to cater for the growing demand for more places. This is mainly because teaching and learning facilities for instance lecture rooms, libraries, laboratories; workshops that were meant to serve fewer students were stretched to accommodate more of the fee-paying students. An increased demand for services and a lack of corresponding increase in designed capacity was a key challenge. Private Universities faced challenges that public Universities do not experience, key among them was funding. Most of them depend to-date on student fees for operational and development needs. In terms of infrastructure, most of these institutions were established outside urban areas where enough land can be found. This forced the institutions to use resources that should have been used on development of academic programmes to improve roads and public utilities such as electricity and water.

CHAPTER TWO

This comparative study sought to determine the state of facilities available in public and private institutions. It further sought to investigate the student customer perception of the University facilities and whether enrolment is determined by the state of facilities. Specifically the study sought to address the following questions:

- i. Considering that both UON and USIU are operating in a competitive environment, which factors determine the service quality rating in these institutions?
- ii. What is the current state of facilities available for module II (UON) and evening (USIU) programme students at both institutions?

1.5 Objectives of the Study

The objectives of this study were:

- i. To identify the factors determining the service quality ratings in UON and USIU.
- ii. To audit facilities utilized for MBA students in module II at UON and at the evening programme at USIU.

1.6 Significance of the Study

The result of this study may be of use to educationists by providing a framework for evaluating the quality of higher education offered by both private and public institutions.

Secondly it will assist program managers at the Universities to enlighten them on student perception of services offered.

Finally the study will assist scholars and researchers who may use it as a reference for further study.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Historical Background

Higher education in Kenya originates back to 1922 when Makerere College in Uganda was established. In early 1950 the College was expanded to meet the needs of the three East African countries as well as Zambia and Malawi. In 1956, the Royal Technical College was established in Nairobi. In 1963, the Royal Technical College became the University College, Nairobi, following the establishment of the University of East Africa with three constituent colleges in Nairobi, Dar es Salaam and Kampala (Makerere). The University of East Africa offered programmes and degrees of the University of London until 1966. In 1970, the University of East Africa was dissolved to create three autonomous universities of Nairobi, Dar es Salaam and Makerere. The University of Nairobi (UON) was thus established as the first University in Kenya. Throughout the 1970s the government strengthened and expanded the UON as a conscious effort to provide University education to all qualified Kenyans and as a move to develop the necessary human resource for the private and public sectors (www.UONbi.ac.ke).

2.1.1 Public Universities

With time, the number of Kenyans seeking University education exceeded the capacity of the UON. This led to the establishment of Moi University in 1984 as the second University in Kenya following the recommendations of the Presidential Working Commission (the Mackay Report). University education in Kenya has expanded with a rise in student enrolments, expansion of universities, diversity of programmes and setting up of new universities and campuses. Public universities have grown from one constituent college with a mere 572 students at independence in 1963, to six with a total enrolment of more than 50,000 students (Kihara, 2003). The six public universities established by individual Acts of Parliament in Kenya are Nairobi, Moi, Kenyatta, Egerton, Jomo Kenyatta University of Agriculture and Technology (JKUAT), Maseno and Masinde Muliro University.

2.1.2 University Of Nairobi (UON) History

Since establishment in 1970, the University of Nairobi (UON) has grown from a faculty-based University serving a student population of 2,768 (2,584 undergraduate and 184 post graduate students), to a college focused University serving over 30,000 today. This growth was as a result of the mushrooming of academic programmes in the 1970s; establishment of Campus Colleges in 1985; the first double intake in 1986; property acquisition resulting in Lower Kabete and Parklands Campuses in 1988. Other factors include the intake of the first students undertaking the University component of the 8-4-4 education systems in 1990, and the introduction of Module II and part-time programmes in the 1999/2000 academic year. UON has produced more trained human resources than any other institution of higher learning in Kenya. ([Http://www.UONbi.ac.ke](http://www.UONbi.ac.ke)).

2.1.3 Two Double Intakes

The first double intake occurred in 1987/88 academic year. Following the 1982 attempted coup, the government ordered an indefinite closure of the UON, which lasted for one year. This meant that about 8000 applicants who qualified for University admission by end of 1982 could not be selected for admission in the 1983/84 academic year. This prolonged closure, coupled with other shorter duration closures, contributed to a backlog of qualified students due for admission. To clear the backlog, universities were directed to embark on a double intake of students starting with 1987/88 academic year. The second double intake of students occurred in 1990/91. This was prompted by the shift in the country's education cycle from 7-4-2-3 cycle to the 8-4-4 cycle. The main changes that occasioned this shift were the primary school cycle, which was extended to eight years after the advanced (A) level certificate of secondary education had been abolished, reducing the period of secondary education from six to four years and increasing the University undergraduate cycle from three to four years. By abolishing the A-level segment of the education system, over 170,000 qualified applicants for University entry were available as opposed to no more than 20,000 potential applicants in the A-level system. The 1990/91 admission process had, however, to accommodate both O- and A-

level applicants for entry into University. This situation further stretched the meager facilities that these institutions had in place.

2.1.4 Module II Programmes

There has been continuous demand for education in Kenya, and the University system has been forced to be more innovative to meet this increasing demand. Among other ways, public universities responded to this development by mounting privately sponsored Module II programs (commonly referred to as parallel degree programs) whereby, apart from the regular students sponsored by the government, universities are also admitting students who are self-sponsored. These students take their lectures separately in the evening and weekends or together with the regular students. With the additional students in the parallel degree programmes, the numbers are now much higher. The social demands with respect to higher education in Kenya have clearly intensified.

2.1.5 Private Universities

The 1980s and 90s saw the emergence of private institutions. As elsewhere in Africa, private expansion sprang forth largely due to the public system's failure to meet the demand for higher education. The growth has been phenomenal. From only one in 1980, the number of private universities now stands at seventeen with total enrolment at about 10,000 students (Kihara 2003). Some of the private accredited universities are Daystar, Baraton, Strathmore, Catholic University of Eastern Africa, USIU, and Scott Theological College.

While in the 1980s and 1990s the trend was for establishment of universities with religious orientation, mostly offering courses in theology, the past five years have witnessed the establishment of more secular private universities (Tengo, 2003). These other accredited private universities include Aga Khan, Kabarak, Kiriri Women's University for Science and Technology, Methodist University, Nazarene and Gretsia. The six private unaccredited universities are St Paul's United Theological College, Kenya Highlands Bible College, East Africa School of Theology, Pan African Christian College, Nairobi International School of Theology and Nairobi Evangelical School of Theology.

With the exception of some institutions, such as USIU, most private universities in Kenya are controlled by religious organizations.

The majority of these institutions are also limited in capacity with a total student enrolment ranging between 500 in the smallest institutions to 2000 in the largest. Generation of revenue by private institutions is dependent on the tuition fees paid by students. Such heavy dependence on tuition coupled with lack of alternative income sources has made these institutions expensive. Private higher education has however continued to register steady increases in enrolment.

2.1.6 United States International University (USIU) History

United States International University (USIU) in Nairobi was founded in 1969 when it was granted a Presidential Charter by President Mzee Jomo Kenyatta making it the first and only private University in East Africa. In 1970 USIU began with five American students in a house in Parklands. Only the first two years of classes were being offered and students had to go to the San Diego campus to complete their degrees. The University later re-located to Mayfair Hotel. By 1979, the course offerings and programs had been increased so that the entire four undergraduate years and a master's degree could be completed in Kenya. The first graduation of USIU took place in 1979 with 23 students.

The Executive Director, Dr. Lillian Beam, relocated the institution from the hotel to a more spacious and permanent grounds in 1991 by purchasing 20 acres of land at Kasarani, 12 kilometers from the Nairobi city. Since 1994, there have been major achievements in facility development. Three new blocks, a faculty block, a student's recreational center and a new wing of the library were all completed in 1999. An auditorium to house 500 people was completed in January 2001. In September 2007, a new library and information centre was opened.

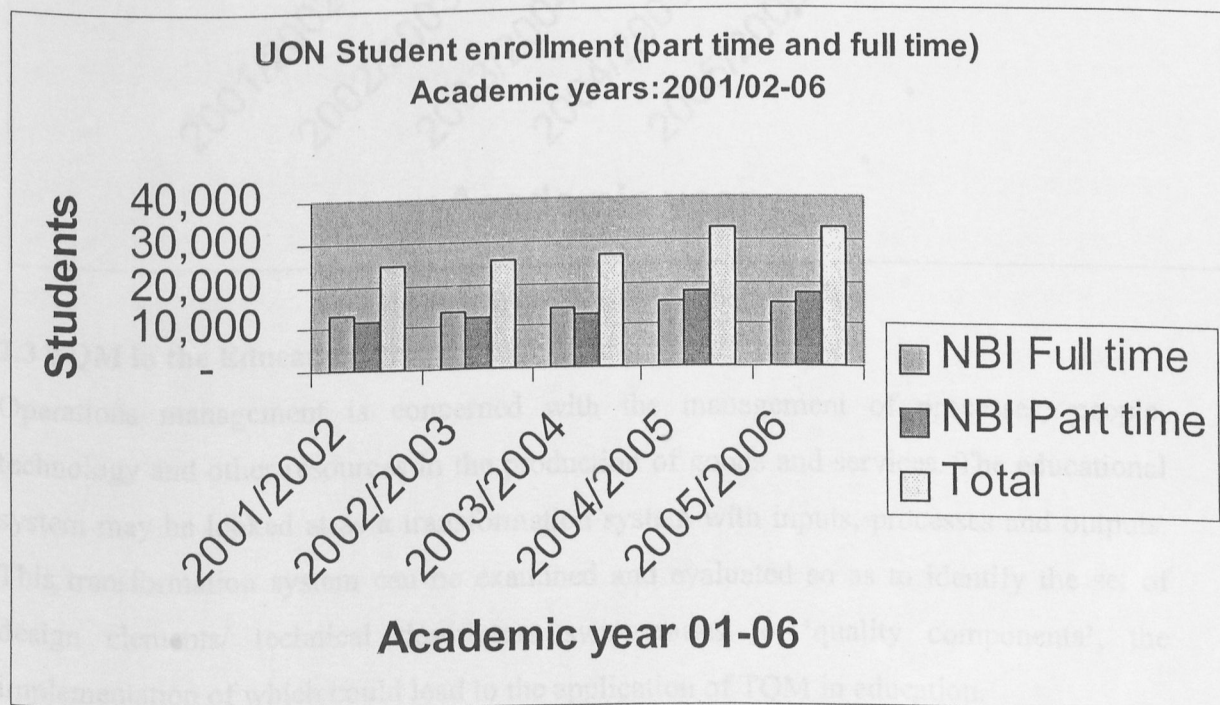
USIU enjoys dual accreditation from the Western Association of Schools and Colleges, in USA and the Government of Kenya. The degree obtained is recognized internationally ([Http://www.usiu.ac.ke](http://www.usiu.ac.ke)).

2.2 University Enrollment in Public and Private Institutions

Out of the total number of students enrolled in universities in 2003/2004, 85.9 per cent were in the six public universities. The number of students registered in public universities dropped by 2.6 per cent from 59, 593 in 2002/ 2003 to 58,017 in 2003/ 2004 while those in the private universities went up by 4.5 per cent from 9,129 in 2002/ 2003 to 9,541 in 2003/2004. In 2002, enrolment in the six public universities increased by 24.5 per cent. The increase in enrollment was attributed to increased access to University education arising from module II and special degree programs (Economic Survey Report, 2006).

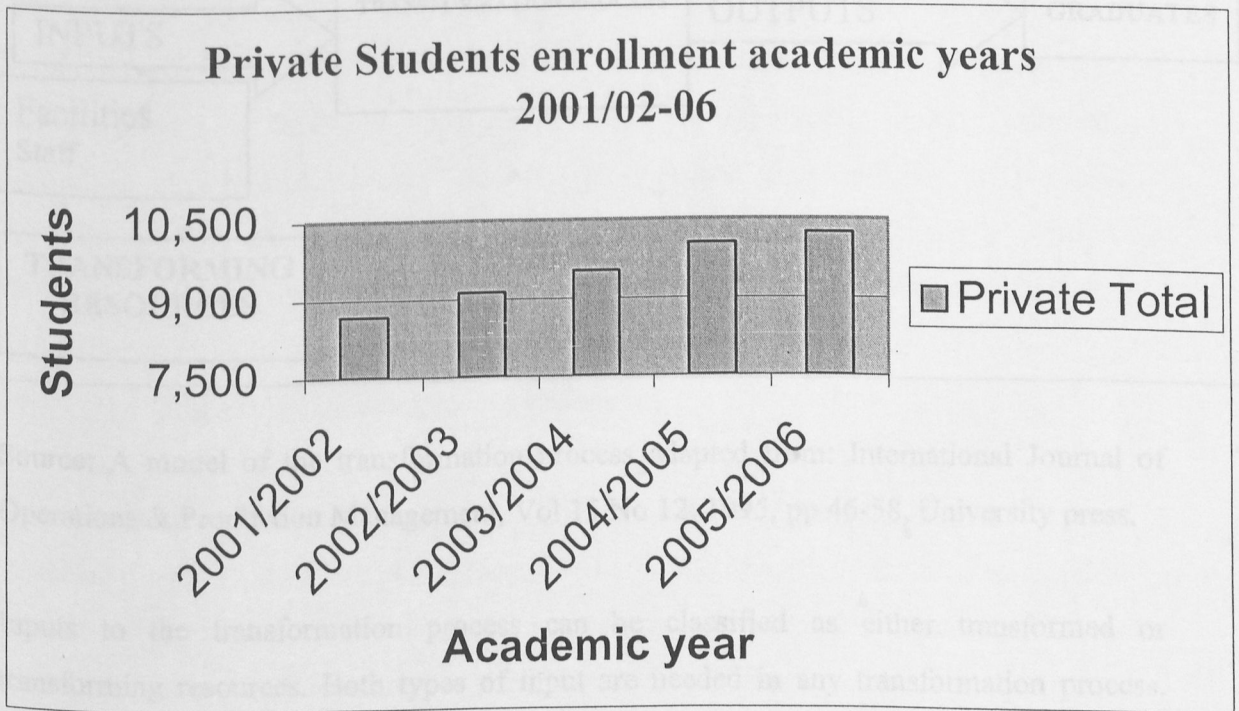
The graph below illustrates the enrollment scenario of both part time and full time students at the University of Nairobi from 2001/2002 to 2005/2006 academic year. The graph below indicates that over the five years there has been little variation in student enrollment in both full time and part time. Despite that the overall enrollment has increased over the years with major increases being in the part time enrollment.

Figure 1: UON student enrollment 2001-2006



The graph below shows private student enrollment in the private accredited universities. In 2001/2002 the six private accredited universities in the country, had a total enrolment of 7,639 students. USIU had the largest share of enrolment of 34.9% followed by Daystar University with 24.4 % while Catholic University of Eastern Africa (CUEA) and Baraton University constituted 20.6% and 17.5% respectively. Both Scott Theological College and Kabarak University recorded the least enrollment of 103 and 150 students respectively (Economic Survey Report, 2006).

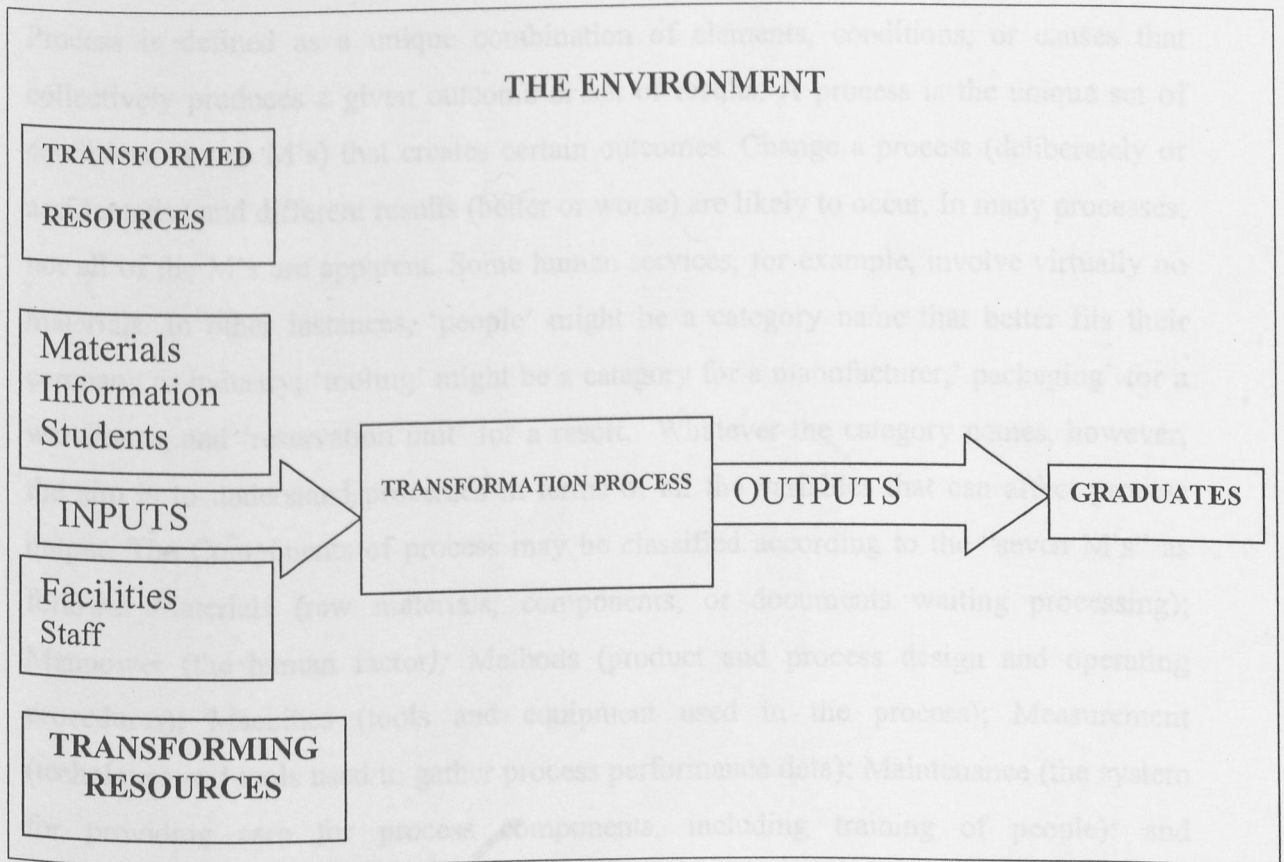
Figure 2: students' enrolment in public universities 2001-2006



2.3 TQM in the Education Process

Operations management is concerned with the management of processes, people, technology and other resources in the production of goods and services. The educational system may be looked at as a transformation system with inputs, processes and outputs. This transformation system can be examined and evaluated so as to identify the set of design elements/ technical descriptors synonymous to 'quality components', the implementation of which could lead to the application of TQM in education.

Figure 3: Educational Process: A transformational model



Source: A model of the transformation process adapted from: International Journal of Operations & Production Management, Vol 15 No 12, 1995, pp 46-58, University press.

Inputs to the transformation process can be classified as either transformed or transforming resources. Both types of input are needed in any transformation process. Transformed resources are the resources that are converted in some way. Usually, they are some combination of materials, information and customers themselves. For example, a bank primarily transforms information, although materials (money, statements) and customers (advice, cash transactions) may also be transformed. Transforming resources act on the transformed resources. The two key inputs here are facilities (hardware like buildings and equipment) and staff who operate, maintain, plan and manage the operation. This study focuses on the aspect of transforming resources.

2.3.1 The Transformation Process

Process is defined as a unique combination of elements, conditions, or causes that collectively produces a given outcome or set of results. A process is the unique set of conditions (seven M's) that creates certain outcomes. Change a process (deliberately or accidentally) and different results (better or worse) are likely to occur. In many processes, not all of the M's are apparent. Some human services, for example, involve virtually no materials. In other instances, 'people' might be a category name that better fits their company or industry; 'tooling' might be a category for a manufacturer, 'packaging' for a warehouse, and 'reservation unit' for a resort. Whatever the category names, however, the aim is to understand processes in terms of all the variables that can affect process output. The Components of process may be classified according to the "seven M's" as follows: Materials (raw materials, components, or documents waiting processing); Manpower (the human factor); Methods (product and process design and operating procedures); Machines (tools and equipment used in the process); Measurement (techniques and tools used to gather process performance data); Maintenance (the system for providing care for process components, including training of people); and Management (policy, work rules, and environment).

Conversion may follow a number of different routes: Materials may be converted physically, such as steel stripped into car bodies; or their location may be converted, as in the case of postal delivery. There may be a change in possession as in retailing. Location may be converted, as in telecommunications. Customers may be converted physically, such as hairdressing; location may be altered, as in airline or rail travel; or accommodation may be involved, as in overnight hotels. Customers may also be converted physiologically (as in health care), or psychologically (as in entertainment). A number of types of transformation process (improving, care taking and moving) emerge. In the case of education, however, the conversion is that of a change in state of mind

2.3.2 Meeting Student-Customer Needs.

In a service industry, a customer is anyone being served. Customers may be both internal and external, depending on whether they are located within or outside the organization.

Feigenbaum, (1991) asserts that quality starts with the customer and is defined by customers. Product and service quality managers must identify customer requirements and strive to meet and exceed them. In education, this is not necessarily simple. Students, staff, faculty, organizations, parents and society all have a stake in the quality of education being delivered by educational institutions.

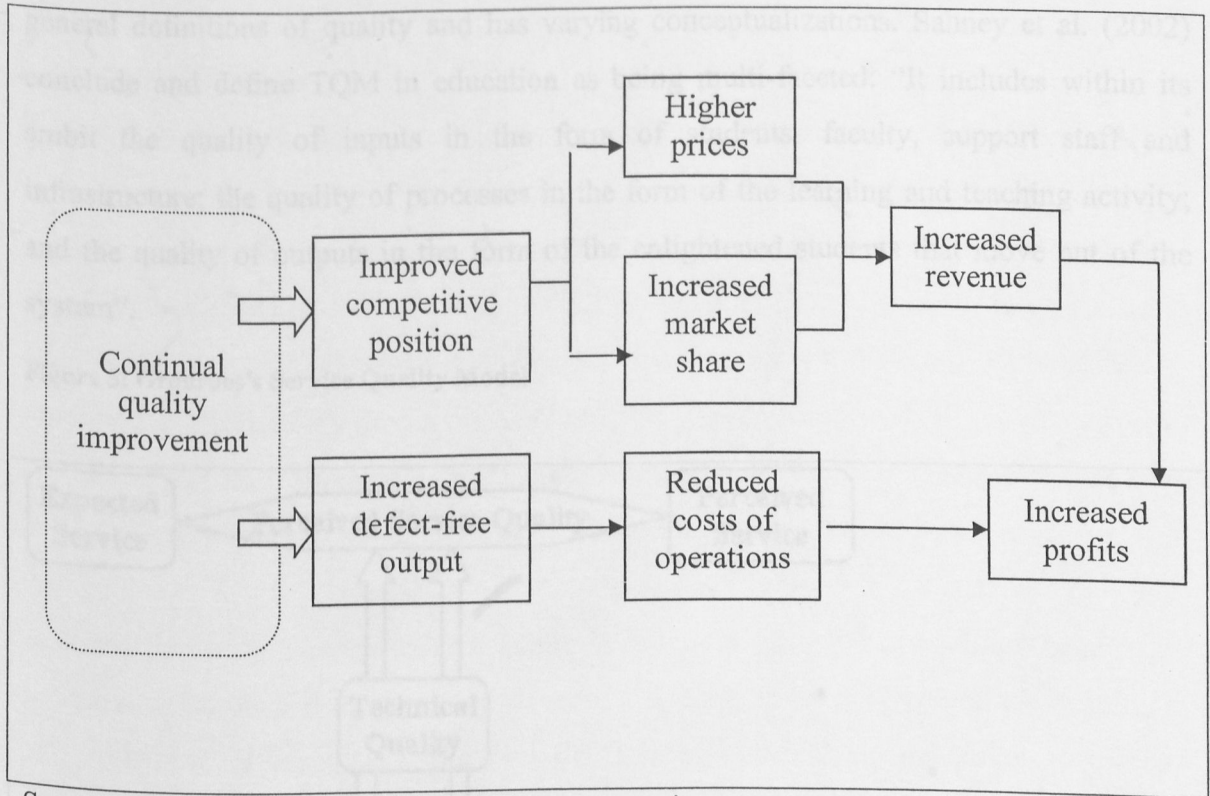
Madu et al. (1940), classified customers into input customers, transformation customers, and output customers. Parents and students can be classified as input customers, faculty and staff as transformation customers, whilst corporations and society constitute output customers. Kanji et al. (1999) classified customers of higher education into primary and secondary groups on the basis of their locations (whether internal or external) and the frequency of interactions the institutions has with them. Thus higher education has a number of complementary and contradictory "customers". Nevertheless, it is essential that customers be identified and processes be established in order to determine specific needs and maintain customer-oriented service (Lembcke, 1994; Spanbauer, 1995).

Locally, the introduction of evening programmes with market driven tuition fees has led to students acting more like customers. The supplier driven take –it-or-leave model that most higher education institutions have followed in the past has been replaced by a focus on the student as a customer of a service (Tricker et al 1999). In Kenya, for example, to cope with financial setbacks and mounting debts, the public universities introduced academic programs for students who have no government sponsorship, but who meet the minimum requirement for University admission (Kihara 2003). These self-sponsored students pay market rates for University education, attend academic programs during non-traditional operational hours in the evening and during the weekends. The courses are commonly referred to as the Module II. These programs include the degree and postgraduate courses. As in corporations, the concept of service quality in the University is closely linked to the quality of the process.

Majority of students undertaking Module II programs have a strong educational and professional background. Given the amount of tuition fees and their experience, they do

expect certain minimum quality standards (Barret, 1996). Finally, these students have been noted to be key stakeholders in the job market such as employers other than being just students. (Tengo, 2003).

Figure 4: Competitive Benefits of TQM



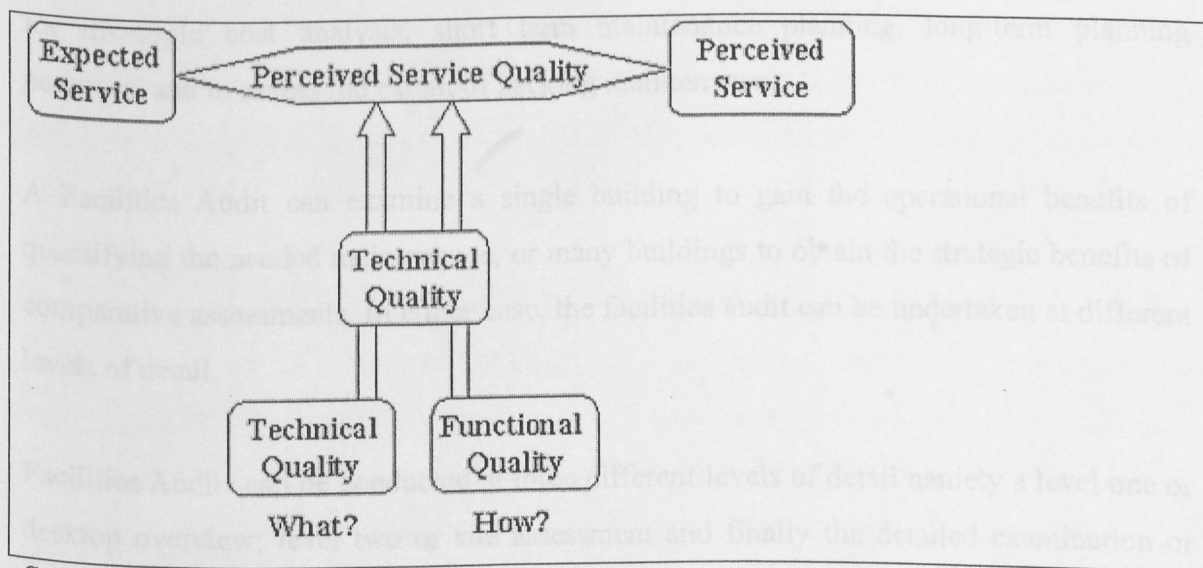
Source: Christopher Lovelock; Competing on service

2.4 Total Quality Management in Higher Education

Definitions of “quality in education” follow the general definitions of quality. Thus, the term has been defined as “excellence in education” (Peters and Waterman, 1982); “value addition in education” (Feigenbaum, 1951); ‘fitness of educational outcome’ and ‘experience for use’ (Juran and Gryna, 1998); “conformance of education output to planned goals, specifications and requirements” (Gilmore, 1974; Crosby, 1979); defect avoidance in the education process” (Crosby, 1979); and “ meeting or exceeding customer’s expectations of education” (Parasuraman et al., 1985).

Quality in education thus has varying conceptualizations and this poses problems in formulating a single, comprehensive definition. Of the three elements of TQM, 'Total' suggests wholehearted commitment of everyone in the organization while 'Quality' as per Juran or Crosby, means continuously meeting customers' requirements. Thirdly, 'Management' implies an active process led from the top. TQM in education follows the general definitions of quality and has varying conceptualizations. Sahney et al. (2002) conclude and define TQM in education as being multi-faceted: "It includes within its ambit the quality of inputs in the form of students, faculty, support staff and infrastructure; the quality of processes in the form of the learning and teaching activity; and the quality of outputs in the form of the enlightened students that move out of the system".

Figure 5: Gronroos's Service Quality Model



Source: Gronroos (1984b, p. 40)

The model created by Gronroos (1984) attempts to understand how the quality of a given service is perceived by customers. It divides the customer's perception of any particular service into two dimensions of technical quality and functional quality. Technical quality regards what the consumer receives or the technical outcome of the process while functional quality denotes how the consumer receives the technical outcome. Grönroos calls this the "expressive performance of a service" Gronroos suggested that, in the

context of services, functional quality is generally perceived to be more important than technical quality, if the service is provided at a technically satisfactory level. He also points out that the functional quality dimension can be perceived in a very subjective manner. Gronroos's model is important because it reminds us that service quality must include the manner in which it is delivered.

2.4.2 Facilities Audit

Facility is defined as the circumstances; equipment or aids that make it possible or easier to do something. Synonyms for facilities are provided for as 'advantage, aid, amenity, appliance, convenience, means, opportunity or resource' according to the Oxford Advanced Learners dictionary (2001). Facilities Audit is a systematic inspection and identification of the physical and functional adequacy of facilities, with particular reference to the building fabric, services and site works components, to provide an input for life-cycle cost analysis, short term maintenance planning, long-term planning purposes, and to assess the extent of backlog maintenance.

A Facilities Audit can examine a single building to gain the operational benefits of quantifying the needed maintenance, or many buildings to obtain the strategic benefits of comparative assessments. In either case, the facilities audit can be undertaken at different levels of detail.

Facilities Audits can be conducted at three different levels of detail namely a level one or desktop overview; level two or site assessment and finally the detailed examination or level three. Conducting a level one audit draws on data which already exists in the office, but probably in many places and in different forms. Level two is based on a visual site inspection and is excellent where an institution wants to rapidly gauge the extent of its backlog maintenance problem. Level three entails a thorough detailed investigation and assesses the parts making up each building element.

Physical facilities are evaluated by analyzing the quantitative, qualitative and functional attributes. This will include the number of lecture rooms, offices, recreational areas,

meeting rooms, housing and various other spaces are available. Space must also provide an environment conducive to learning, teaching, research and other mission related activities. Therefore the environment is continually evaluated with respect to temperature, cleanliness, safety and general repair. Additionally, that the lecture rooms, research areas and other specialized spaces provide current and appropriate technology to meet general expectations.

Maintenance is a vital factor in the quality, customer service and safety in facility management. A high form of this is called Total Preventive Maintenance (TPM), which involves broad participation in maintenance activities rather than being relegated to a plant maintenance department. There are two general classes of maintenance, which are periodic and irregular with periodic forming the core of Total Preventive Maintenance (TPM). The house keeping side of TPM ensures that the many little deficiencies do not add up to major failures or customer defections. This concept, originally from Japan calls for regularly scoring each area within a facility on five characteristics related to good house keeping and organization of workspace. This is termed as the 5-S concept of TPM.

2.4.3 The 5-S concept

The 5-S concept which originated in Japan, called for regularly scoring of each area within a facility on five characteristics related to good house keeping and organization of work space. The S's stands for five Japanese words but companies seem to be choosing their own meanings. For example, Boeing's version of the S's is as follows: Sorting, Sweeping, Simplifying, Standardizing and Self-discipline. While the S's may seem to deal with rather trivial matters, they add up to big problems if not controlled. The 5 S's system usually entails some kind of public display of scoring against the S's. Some companies employ spider diagrams as the display device. The raw diagram is five arms extending outward from a central point; each arm representing one of the S's and scaled off from zero to five points, where zero is at the center is the target of perfection.

A sixth S, safety may easily be added to the spider diagram and it easily deserves that kind of intensive management since high workers' compensation insurance costs steadily

drive away new business and send away existing ones. Other costs include potential law suits, interrupted production and loss of key people and costs of hiring and training a replacement. Along with the discipline of the S's, it is often a good idea to dedicate certain people as responsible for certain facilities.

“Seiri”-PROPER ARRANGEMENTS (*Sought out unnecessary items*)

Are things posted on bulletin board uniformly?

Have all unnecessary items been removed?

Is it clear why unauthorized items are present?

Are passageways and work areas clearly outlined?

Are hoses and codes properly arranged?

“Seiton”-GOOD ORDER (*A place for everything & everything is its place*)

Is everything kept in its own place?

Are things put away after use?

Are work areas uncluttered?

Is everything fastened down that needs to be?

Are shelves, tables, and cleaning implements orderly?

“Seiso”-CLEANLINESS (*Prevent problems by keeping everything clean*)

Is clothing neat and clean?

Are exhausts and ventilation adequate?

Are work areas clean?

Are machines, equipment, fixtures and drains kept clean?

Are the white and green lines clean and unbroken?

“Seiketsu”-CLEANUP (*After work maintenance and clean up*)

Is the area free of trash and dust?

Have all machines and equipment been cleaned?

Has the door been cleaned?

Are cleanups responsibilities assigned?

Are trash cans empty?

“Shitsuke”-DISCIPLINE (Maintaining good habits at place of work)

Is everyone dressed according to regulations?

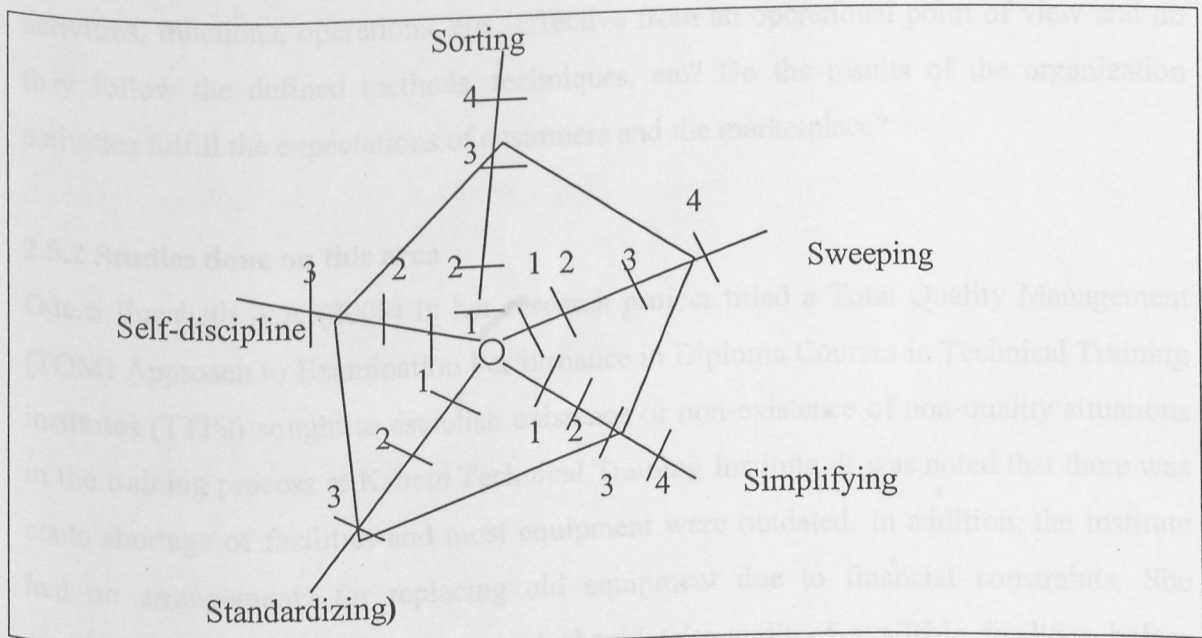
Are smoking areas observed?

Are private belongings put away?

Does everyone refrain from eating and drinking in the workplace?

Does everyone avoid private conversations during work time?

Figure 6: Spider Diagram Displaying Scores against the 5 S's



Source: Camp, R.C (1995)

2.5 Quality Audit

Quality audit is a management tool used to evaluate, confirm or verify activities related to quality. It determines the effectiveness of the quality system. A properly conducted quality audit is a positive and constructive process. The results of the audit provide an assessment of the adequacy of the existing program. They also provide a benchmark against which system improvements can be developed and evaluated. It helps prevent problems in the organization being audited through the identification of activities liable to create future problems.

2.5.1 Service Quality Audit

A quality audit is the best technique for determining the effectiveness of a quality system in any service industry organization. In some instances, it is the only way to monitor the quality of service itself, as well as the decision-making activities that make up the quality system. However there are virtually no national or international quality systems for service industries. In general, these audits will be conducted to answer one or more of the following questions: does the quality system for the organization meet the requirements of the applicable government regulation statutes? If it does, this audit may lead to the registration or certification of the facility by an approval or licensing agency. Are the activities, functions, operations, etc., effective from an operational point of view and do they follow the defined methods, techniques, etc? Do the results of the organization activities fulfill the expectations of customers and the marketplace?

2.5.2 Studies done on this area

Odero Eucabeth A.A (2000) in her research project titled a Total Quality Management (TQM) Approach to Examination Performance in Diploma Courses in Technical Training institutes (TTI's) sought to establish existence or non-existence of non-quality situations in the training process at Kabete Technical Training Institute. It was noted that there was acute shortage of facilities and most equipment were outdated. In addition, the institute had no arrangements for replacing old equipment due to financial constraints. She concluded inter- alia that management should take audit of available facilities before admitting students or introducing new courses in order to alleviate congestion and acute inadequacy of facilities. Secondly a plan for maintenance of facilities and purchase schedule for modern equipment should be developed, and funding sought both internally and externally. In another study, Kiogora Lawrence M (1989) investigated the factors influencing performance in KCSE in Harambee secondary schools in Gatundu division of Kiambu district and identified lack of facilities, laboratory equipment and play fields as part of the major causes. The key recommendation was for schools through their Parent Teachers association (PTA) to provide the necessary learning facilities.

Finally, a study investigating applicability of TQM in the University of Nairobi, Ciarunji Chesaini (1999) revealed that work environment and human resources have a direct impact on performance.

2.6 Recap of Literature Review

The literature review reveals that there have been a lot of activities pertaining to higher education in Kenya. The need to benefit from higher education and the shrinking opportunities for many students to join regular programs at the public universities has seen many private universities spring up. Module II (parallel programs) have also come up due to the fact that financing of public universities has been a major problem. The literature review also showed that the intakes at the various universities. The enrollment in these programs has also been steadily rising over the years. There is therefore need to evaluate the existence of learning facilities available in these higher institutions of learning as the quality of the services provided may compromise the levels of quality.

Table 1: Sample size selection

Institution	Population	Sample size	Percentage
UON	230	60	26
USIU	150	40	27
Total	380	100	26

3.3 Data Collection Methods

Both primary and secondary data was collected. Primary data was collected using a questionnaire and a structured checklist. A questionnaire consisting of both open-ended and closed-ended questions was used. The questionnaire consisted of two parts. The first part was to gather demographic information about the respondents, the year of current study and enrollment details while the second part was to test the overall service delivery.

A structured checklist was administered to investigate compliance to specified characteristics of the facilities in the two institutions. The checklist was used to record

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Research Design

This research was a comparative study on the facilities and factors determining the service quality ratings in UON and USIU. The study design is usually suitable where the population of study is small. This design is therefore suitable because of the small population of MBA students in this study.

3.2 Population and Sampling

The population consisted of all Module II MBA students at UON and all the evening students at USIU Business School. Sampling was done through stratified random sampling with the strata being the year of study, either year one or year two and institution, either USIU or UON. From the sample frame, a sample size (N) was drawn for each strata using the square root of (N) plus one rule. The sample size selected for this study was 100 MBA students in both universities. This is presented in the table below.

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A structured checklist was administered to investigate compliance to specified characteristics of the facilities in the two institutions. The checklist was used to record

direct observations and help in the establishing of facts. The audit also sampled items for verification before recording the evidence. To eliminate bias, two audit personnel per facility in each institution were requested to administer the checklist. The personnel were attendants or staff having the responsibility of maintaining or operating the facilities. They were notified in advance about the basis and scope of the audit before a suitable time was agreed upon for the actual audit. Secondary data was obtained from literature and records kept by the respective business school records offices.

3.4 Data Analysis methods

Descriptive statistics was used to summarize data and included percentages, frequencies, measures of central tendency and measures of dispersion. Correlation analysis was employed to test the statistical significance of any associations and to investigate relationships between two variables for example the income bracket and choice of institution.

Two non parametric tests were used on the discrete data. The Chi-Square test was used to analyze whether or not some characteristics were similar. Two software packages - Statistical package for social sciences (SPSS) and Microsoft Excel were used in the analysis of all the data.

CHAPTER FOUR

4.0 DATA ANALYSIS AND FINDINGS

4.1 Introduction

The objectives of the study were to identify the factors determining the service quality ratings in UON and USIU and to audit facilities utilized for MBA students in module II at UON and at the evening programme at USIU. This chapter presents analysis and findings of the research together with their possible interpretation. The chapter is divided into three sections. The first section analysed the demographic information of the respondents. The second section analysed responses on the facilities, while the third section analysed the physical audit. One hundred (100) questionnaires were distributed to the respondents; out of which, 62 responded to the questionnaire, constituting 62% response rate. Of the respondents, 32 respondents were from USIU and 30 were from UON. This analysis is presented in both tabular and graphical presentations

4.2 Demographic information

Table 2: Total respondents

	Frequency	Percent
USIU	32	52
UON	30	48
Total	62	100

The above table shows that the researcher used 52% respondents from USIU (United States International University) and 48% from UON (University of Nairobi).

Table 3: Gender comparison by institution

Institution	Male (%)	Female (%)
UON	56	44
USIU	62	38

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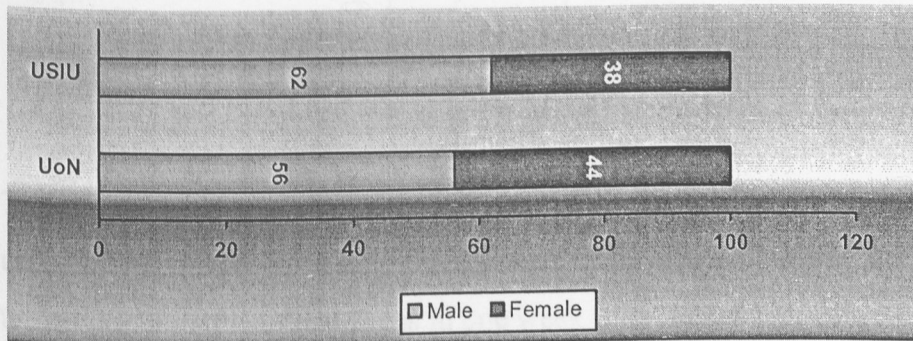
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The analysis of gender distributions in both institutions is further presented in the chart below. The composition of respondents by gender reveals that 56% and 44% were male and female respondents respectively from UON. The composition of respondents from USIU shows that 62% were male while 38% were female.

Figure 7: Gender comparison by institutions



On the monthly income of the respondents, the study revealed that 16.7% of students from the UON earn less than Kshs. 20,000 per month. For USIU, 21.9% of the students earn a monthly salary of above Kshs. 70,000 while 15.6% of them earn less than Kshs. 20,000. The summary of salary analysis is presented in Table 4 below.

Table 4: Average monthly Income.

INCOME	UON		USIU	
	Frequency	Percentage	Frequency	Percentage
Under Kshs 20,000	5	16.7	5	15.6
20,000-29,000	5	16.7	3	9.4
30,000-39,000	7	23.3	5	15.6
40,000-49,000	5	16.7	3	9.4
50,000-59,000	2	6.7	4	12.5
60,000-69,000	1	3.3	5	15.6
Above 70,000	5	16.7	7	21.9

Table 5: Frequency of campus visits

Visits	UON		USIU	
	Frequency	Percentage	Frequency	Percentage
Once a week	2	6.7	0	0
Twice a week	2	6.7	8	25
Three times a week	6	20	6	18.8
More than three times	20	66.7	18	56.2

The analysis presented in Table 5 above reveals that 66.7% of the UON students visit the university premises more than three times a week while 56.2% of USIU students visit the university more than three times in one week.

Table 6 shows that 26.7% of the students in UON paid their fees without any assistance, 16.7% of them had their fees paid by their employers, while HELB paid for 56.7% of the students in UON. For USIU, 56.3% paid fees themselves, 37.5% were paid for by their employers while HELB paid for 6.2% of the students.

Table 6: Comparison of source of fees payments

	UON		USIU	
	Frequency	Percentage	Frequency	Percent
Self	8	26.7	18	56.3
Employer	5	16.7	12	37.5
HELB	17	56.7	2	6.2

Table 7: Comparison of contribution to choice of institution

Factor	UON		USIU	
	Frequency	Percentage	Frequency	percentage
Affordability	8	26.7	3	9.4
Accessibility	5	16.7	7	21.9
Previous experience	8	26.7	2	6.3
Parents/employer	2	6.7	8	25
Reputation	7	23.3	12	37.5

As shown in table 7, it emerged that reputation was the main contributing factor of choice for USIU students as shown by 37.5%. For the UON students, they were driven more by affordability and previous experience both at 26.7%.

As presented in Table 8 below, 66.7% of the students in UON received information through notice boards while a paltry 6.7% received information using emails. In USIU, 21.9% of the students received information by email while 50% of them received information through notice boards.

Table 8: Comparison of information communication

	UON		USIU	
	Frequency	Percentage	Frequency	Percentage
E-mail	2	6.7	7	21.9
Letter	5	16.7	5	15.6
Brochures	3	10	4	12.5
Notice boards	20	66.7	16	50

The results presented in Table 9 indicate that 20% of the students at UON perceive their services to be good while 16.7% reported extremely good. At USIU, 37.5% believe the services are good, and 21.9% responded to be extremely good.

Table 9: Quality of services provided

	UON		USIU	
	Frequency	Percentage	Frequency	Percentage
Poor	6	20	2	6.3
Average	13	43.3	11	34.4
Good	6	20	12	37.5
Extremely good	5	16.7	7	21.9

4.2.1 Difficulties regarding the lecture rooms

The respondents were also asked to state the difficulties they experience in the lecture rooms. This open question elicited response from UON respondents only. The following is the summary of their views.

The majority of the respondents said that lecture rooms are congested and that the seats are not enough therefore the respondents have to carry seats from other halls every day. They also suggested that the seats in the lecture halls are dilapidated and need repair.

Lighting was also found to be poor by some respondents who also said that replacement of bulbs was not promptly done. They also said that the air conditioning system is always noisy and disrupts their concentration. The lecture rooms are also too small vis-à-vis number of students.

4.3 Facility ratings

Table 10: Rating of provision of facilities UON versus USIU

INSTITUTION	UON		USIU	
	Mean	Std dev	Mean	Std dev
Rating Measure				
Safety of vehicle at parking lot	4.3	1.22	4.4	1.32
Modern equipment	3.9	1.27	3.6	1.32
Visually appealing facilities	3.7	1.15	3.8	1.17
Equipment that functions well	3.7	0.93	3.9	0.76
Facilities accommodate students with special needs	3.7	1.17	3.8	1.25
Toilets working well and clean	3.6	1.15	3.4	1.17
Lecture room facilities	3.6	1.15	3.3	1.12
Signs and space that function well	3.6	1.18	3.5	1.54
Prompt service	3.5	1.1	4.2	1.13

The above table shows the respondents views on the institution facility performance. Their views were summarized and expressed in terms of means and standard deviation. The mean for the above factors was ranging from 3.5 to 4.3 at UON and 3.3 to 4.4 at USIU. This means that all these factors were fairly highly rated since the gap between all these factors was small.

At UON, Prompt service had the lowest mean of 3.5 which in the response scale of 1-5 can be rated as fairly high, while safety of vehicle at parking lot had the highest mean of 4.3. All the other factors which were, visually appealing facilities, modern equipment, equipment that functions well, toilets working well and clean for use, lecture room facilities, facilities accommodate students with special needs and signs and space that function well all had their mean ranging from 3.6 to 3.9.

Standard deviation, which is the measure of dispersion from the mean score, ranged from 0.69-1.07 at UON. The response scale of more than 1 can be expressed as high. 8 (88.9%) factors had a standard deviation of more than 1. This level of variability can be explained as due to variation of views of the respondents on these factors, or the variation in

experience and qualification of respondents or the individual respondent's overall understanding of these factors. For example, a variable such as 'modern equipment' will elicit different responses between a student in UON and a student in USIU due to difference in exposure to the issue.

4.4. Correlation analysis

Table 11: Income bracket and Choice of institution

		Value	Asymp. Std. Error (a)	Approx. T(b)	Approx. Sig.
Interval	by	Pearson's R	.184	1.008	.322(c)
Interval					
Ordinal	by	Spearman Correlation	.190	1.042	.306(c)
Ordinal					
N of Valid Cases		62			

a Not assuming the null hypothesis.

b Using the asymptotic standard error assuming the null hypothesis.

c Based on normal approximation.

The above table shows the correlation value of the relationship between the income bracket and the choice of institution. Using the Pearson correlation, the value was 0.184. This was a positive value though it was a small value, which means that there was a relationship between the two variables (income bracket and institutional choice) although it was not very significant.

4.5. Chi square test

Table 12: Type of institution and the overall quality of service provided

		Institution attended		Total
		USIU	UON	
Overall rating	Poor	0	8	8
	Average	2	14	16
	Good	8	8	16
	Extremely good	22	0	22
Total		32	30	62

The above table shows the relationship between the type of the institution and the overall quality of service provided by their institution. From the table, it was clear that the quality of service provided by USIU were better than the quality of services provided by UON. 30 respondents from USIU said that the services provided by their institution were good and extremely good, while only 8 respondents from UON said that the services provided by their institution were good. The majority of respondents from UON, that is, 22 respondents said that the services provided by their institution were average and poor. This shows that the students in USIU were more satisfied with the services offered in their institution than the students in UON.

Table 13: Statistical measures

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.488(a)	3	.000
Likelihood Ratio	25.824	3	.000
Linear-by-Linear Association	17.936	1	.000
N of Valid Cases	62		

6 cells (75.0%) have expected count less than 5. The minimum expected count is 1.94.

From the chi square table above, it shows that there is a relationship between the type of the institution and the quality of service provided by the institution since the significant figure was 0.000 that is, it was below 0.05.

4.6 Facility Audit

This was a systematic inspection and identification of the physical and functional adequacy of the facilities. To eliminate bias, two checklists, one per facility were administered. The mean scores for each facility as rated by the checklists are presented in Table 14 below.

Table 14: Mean audit scores per facility

	Grounds	Lecture	Toilets	Library	Cafeteria	General	Average mean
Institution check list	Mean						
Facility checklist USIU 1	3.8	4.04	4.21	4.16	4	4.08	4.05
Facility checklist USIU 2	4.5	4.38	4.51	4.41	4.21	4.25	4.38
Facility checklist UON 1	3.1	3.18	3.14	3.21	3.12	3.04	3.13
Facility checklist UON 2	3.5	3.44	3.38	3.47	3.46	3.38	3.44

Scoring system

- 1- V poor: minimum standards not met; No efforts; only excuses
- 2- Poor: minimum standards not met; demonstrated efforts, visible commitment to change the situation.
- 3- Average: minimum standards not met, acceptable compliance with maximum standard
- 4- Sufficient: minimum standards met; demonstrated efforts to surpass the standard. Visible commitment to do better
- 5- Excellent. Maximum standard met; hardly possible to improve further

From the average means, facility checklist of USIU 1 had an average mean of 4.05, and facility checklist of USIU 2 had a mean of 4.38. The total mean was derived to be 4.22. In the response scale of 1-5 this range means that the facilities offered to the customer students in USIU was sufficient that is, minimum standards are met; there were demonstrated efforts to surpass the standard and there was visible commitment to do better.

From the facility checklist of UON, UON 1 had an average mean of 3.13, while facility checklist of UON 2 had an average mean of 3.44. The total mean was calculated as 3.28. In the response scale of 1-5, this means that in UON the facilities offered are on average, that is minimum standards are not met and there is acceptable compliance with maximum standard.

CHAPTER FIVE

5.0 DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter addresses the research objectives outlined in Chapter one. The section also covers summary discussions, recommendations, study limitations and suggestions for further research. The objectives of the study were two. First, to identify the factors determining the service quality ratings in UON and USIU and secondly to audit facilities utilized for MBA students in module II at UON and at the evening programme at USIU.

5.2 Summary of the findings

The research revealed that 77.4% of the respondents were full time employed, and 61.3% were paying for the university education themselves. This was an indication that the majority of respondents who were full time employed were the ones who were able to pay for their own school fees for the masters' degree programme.

It was also clear that 83.9% of the respondents were earning a salary of between Kshs. 20,000-over Kshs.70,000. This was an indicator that income level was a major determinant in affordability of education at masters' level.

With regard to service quality perception, the study found out that most of USIU students when compared to UON students' perceived higher quality of services provided by their institution. While most of the USIU students agreed that the cafeteria services were good, UON students disagreed.

More USIU students perceived their amenities to be good compared to UON students.

Most of the USIU students also strongly agreed that the library services were of good quality. The same was not the case in UON.

The lecture halls were considered by both students as being of good quality. On average, 43 per cent of UON students said that the quality of services provided in the school was of average quality. In USIU, 59.4 per cent of the students said that the services were of good quality.

Communication with the students via e-mail was rated by majority of respondents in both institutions to be 'extremely good' This is a sign that the two institutions have embraced information technology in their services.

5.2.1 Facility audit

The study revealed that USIU had better grounds than UON. This is shown by the mean scores where USIU grounds were rated at 4.2 while the UON were rated at 3.3. The USIU lecture halls were also found to be better than those of UON with a mean score of 4.2 compared to 3.3 mean score for UON.

For toilets, USIU scored a mean score of 4.4 while UON had a mean score of 3.3. This therefore means that USIU toilets are rated better than those of the UON.

The library facilities results showed that USIU library services were rated at a mean of 4.3 while those of UON were rated at 3.3.

USIU cafeteria services scored a mean score of 4.2 while the UON cafeteria services trailed with a mean score of 3.3.

Generally, the facility audit revealed that the facilities provided by USIU are better than those provided by the UON. This is shown by the average rating for all the services in the respective universities where USIU had a mean score of 4.22 while UON had an average mean score of 3.44.

5.3 Conclusions

The factors that determine the service quality ratings in both institutions were varied. At UON, difficulty regarding the lecture room congestion and poor lighting was most highlighted, while the Library services were not appreciated much at UON compared to USIU. The physical audit confirmed that there is a great difference in the facilities as observed on the ground between the two institutions. The difference in the average mean scores between the two institutions rated USIU as having sufficient facilities while UON was rated as Average.

From the research, it emerged that reputation and accessibility of the institution were the main contributing factors for the choice of the institution to most of the respondents. The universities should therefore enhance their goodwill through more marketing targeting at potential customers.

The reason for improved facilities in universities are manifold since quality facilities attract good students and meet their increased expectations as many of them are used to ultra-modern workplaces. The quality of facility can make a huge difference to the learning and living experiences and should not be ignored. Good facilities attract not just good students but good faculty and recruiters as well.

5.4 Recommendations

UON should also improve the state of its facilities towards delivery on service, since it has emerged that it has lower quality than in USIU.

5.5. Recommendations for further research

The study was a comparative study and facilities audit at two universities in the public and private sectors. Other facility audits can be carried out in comparing the universities within similar sectors.

A possible research area could investigate the developments of new facilities, and identifying the rate at which the different institutions undertake new facility development.

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APPENDIX I STUDENTS QUESTIONNAIRE

Part I

1. Name (optional) _____

2. Which Institution do you attend?

USIU

UON

3. What is your Gender?

Female

Male

4. How old will you be by the end of this year?

20 – 29

30 – 39

40 – 49

50 – 59

5. What is your work status?

Employed full time

Retired

Self employed

Homemaker

Part time employment

Student

Unemployed

6. Which monthly income bracket do you belong to? (Tick one)

Under Kshs 20,000 ()

20,000—29,000 ()

30,000—39,000 ()

40,000—49,000 ()

50,000—59,000 ()

60,000—69,000 ()

70,000—79,000 ()

Above 80,000 ()

7. How often do you visit the university per week? (Tick one)

Once a week ()

Twice a week ()

Three times a week ()

More than three times ()

8. What is the source of your payment for university education?

Self ()

Employer ()

HELB ()

Harambee ()

9. Which of the following factors most contributed to your choice of institution for study?

Affordability ()

Accessibility ()

Facilities ()

Friends ()

Parents/employer ()

Reputation ()

10. How does the university communicate information to you? (Tick one or more)

- E-mail and website ()
Letter ()
Notice boards ()
Public announcement ()

11. How would you rate the overall quality of service provided by your institution? (Tick one number below)

- Extremely poor ()
Poor ()
Average ()
Good ()
Extremely good ()

LECTURE ROOMS

12. How would you rate the current service quality of the lecture rooms in the following areas? Use the given scale: (N denotes no comment)

(1). Has adequate and clean furniture that functions well?

- Strongly disagree (1) □ 2 □ 3 □ 4 □ 5 □ Strongly agree (5) □ N □

(2). Has adequate lighting to see and read?

- Strongly disagree (1) □ 2 □ 3 □ 4 □ 5 □ Strongly agree (5) □ N □

(3). Has equipment (projectors, board, chalk) that functions well?

- Strongly disagree (1) □ 2 □ 3 □ 4 □ 5 □ Strongly agree (5) □ N □

(4). Is clean and comfortable?

Strongly disagree

strongly agree

1□ 2□ 3□ 4□ 5□ N□

13. Regarding lecture rooms, what difficulties do you normally experience? Please explain:

LIBRARY

14. How would you rate the current service quality of the Library in the following areas?

Use the given scale and tick appropriately. (N denotes no comment)

(1). Has adequate and clean furniture that functions well?

Strongly disagree

strongly agree

1□ 2□ 3□ 4□ 5□ N□

(2). Has adequate lighting to see and read?

Strongly disagree

strongly agree

1□ 2□ 3□ 4□ 5□ N□

(3). Have relevant and adequate books for personal reference and borrowing?

Strongly disagree

strongly agree

1□ 2□ 3□ 4□ 5□ N□

(4). Maintains convenient hours of operation?

Strongly disagree strongly agree
1 2 3 4 5 N

15. Regarding use of library facilities How often do you use the following facilities?:

(1) Borrowing of reference books and journals?

One a week Once a month Once a semester Never

(2). Photocopying services?

One a week Once a month Once a semester Never

(3). Computer/ Internet services?

One a week Once a month Once a semester Never

AMENITIES (Grounds, toilets & Bathrooms)

16. How would you rate the current service quality of the student facilities in the following areas? Use the given scale: (N denotes no comment)

(1). The Toilets have excellent amenities?

Strongly disagree strongly agree
1 2 3 4 5 N

(2). Amenities provide adequate water and sanitation facilities?

Strongly disagree strongly agree
1 2 3 4 5 N

(3). In case of equipment breakdown, the university provides excellent maintenance services?

Strongly disagree strongly agree
1 2 3 4 5 N

(4). Staff have willingness to help?

Strongly disagree

strongly agree

1 2 3 4 5 N

(5). Have excellent extra curricular facilities/activities?

Strongly disagree

strongly agree

1 2 3 4 5 N

RESTAURANT/CAFETERIA

17. How would you rate the current service quality of the university cafeteria facilities in the following areas? Use the given scale: (N denotes no comment)

(1). Has a clean, attractive catering facility?

Strongly disagree

strongly agree

1 2 3 4 5 N

(2). Provides excellent quality meals?

Strongly disagree

strongly agree

1 2 3 4 5 N

(3). Maintains convenient hours of operation?

Strongly disagree

strongly agree

1 2 3 4 5 N

(4). Has dependable staff in handling my meal service?

Strongly disagree

strongly agree

1 2 3 4 5 N

APPENDIX II: FACILITY QUALITY AUDIT CHECK LIST

FACILITIES QUALITY AUDIT

A COMPARATIVE STUDY BETWEEN

UON AND USIU

AN MBA RESEARCH PROJECT

A ADMINISTRATIVE DATA

Date: _____

Time: _____

Assessment carried out by: _____

Title of assessment officer: _____

B SCORING SYSTEM

1. V Poor. Minimum standard not met. No efforts; only excuses
2. Poor. Minimum standard not met; demonstrated efforts, visible commitment to change the situation.
3. Average. Minimum standard met; acceptable compliance with maximum standard.
4. Sufficient. Minimum standard met; demonstrated effort to surpass the standard. Visible commitment to do better
5. Excellent. Maximum standard met; hardly possible to improve any further

C. FACILITY PROFILE

Institution: _____

Province/ district: _____

Road: _____

		1	2	3	4	5
1.00	Grounds					
1.10	Directions and signs clear and prominent					
1.20	Access points unobtrusive and welcoming					
1.30	Grounds attractive, clean and well kept, walkways unobstructed					
1.40	Are trash cans empty?					
1.50	Security Wall/ fence					
1.60	Night lighting adequate					
1.70	Car parking accessibility					
1.80	Facilities for physically challenged					
1.90	Presence of security personnel who are friendly and helpful					
2.00	Sign boards, signs, labels, directions to find ones way around.					

		1	2	3	4	5
2.00	Lecture rooms					
2.10	Access to lecture rooms staircase and lifts clear and functional					
2.20	Lighting on corridors					
2.30	Desks and chairs availability and orderly					
2.40	Illumination in lecture rooms					
2.50	Accessories/ equipment in place- projector, white board etc					
2.60	Regular maintenance and good working order of equipment					

		1	2	3	4	5
3.00	Bathrooms and toilets					
3.10	Cleanliness and ambience of facility					
3.20	Power supply and lighting					
3.30	Adequate water in taps and wc's					
3.40	Accessories sufficient and accessible- paper, soap etc					
3.40	Facility doors working					

		1	2	3	4	5
4.00	Library/ bookshop					
4.10	Accessible					
4.20	Availability of space/ books/ manuals					
4.30	Well lit					
4.40	Sitting areas					
4.50	Cleanliness and reading ambience					
4.60	Sufficient access for Computers at lab					

		1	2	3	4	5
5.00	Cafeteria/ restaurant					
5.10	Staff treat customers with courtesy and caring fashion					
5.20	Variety of choice					
5.30	Prompt service					
5.40	Affordable and well packaged.					
5.50	Clean and well kept areas.					

		1	2	3	4	5
6.00	General					
6.10	First aid facilities available					
6.20	Fire safety:alarms, extinguishers tested					
6.30	Functional Standby generator					